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ABSTRACT

This handbook is intended to introduce tutors to literacy work with students for whom English is a second language (ESL). The first part deals with the following aspects of literacy and speakers of English as a second language: the role of literacy in second language work, some factors that affect learning, steps in negotiating a curriculum, identification of needs, and some issues in selecting and using materials. The whole word approach, literacy through language practice, the language experience approach, phonics, the use of context, and spelling are examined in a section of strategies for developing reading and writing. The third part includes five case studies that offer practical illustrations of literacy work in the following contexts: tutoring for a woman who has been in Britain for 5 years but has a very limited vocabulary and range of grammatical structures, a nonnative speaker of English whose spoken English is fairly fluent but whose writing skills are minimal, an office worker who needs advanced training in notetaking and reading reports to receive a promotion, the Manor Street School Group (a daytime ESL class for Asian women with varying English skills and educational backgrounds), and the Priory Basic Education Group (an evening study group catering to native and nonnative speakers of English whose needs range from basic reading to formal letter writing). A list of further readings is included. (MN)

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ESL/LITERACY
An introductory handbook for tutors

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Foreword

This handbook has been produced by a group of ESL and Literacy practitioners and is published at the same time as "Literacy Work with Bilingual Students — a resource for tutors". Although the two handbooks complement each other, they have different focuses and address slightly different audiences.

ESL/Literacy — An Introductory Handbook for Tutors is intended to offer some starting points for tutors who are new to literacy with second language adult learners. It suggests a general approach, describes some useful teaching strategies, and through the use of case studies illustrates how some of these can be used.

It is not intended to be a comprehensive guide and does not, for instance, devote attention to the development of writing and language at post-basic stages. These areas are given fuller treatment in "Literacy Work with Bilingual Students", which is concerned more with orally proficient students.

The Unit hopes that this handbook will provide a helpful introduction to literacy work with second language students, and that alongside the handbook "Literacy Work with Bililngual Students", will make a useful contribution to work in this field.

ESL / LITERACY

An introductory handbook for tutors

ALBSU
Adult Literacy & Basic Skills Unit

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Introduction

The ability to communicate effectively in English is clearly essential for any individual wishing to participate fully in our society, particularly as English is the major language within the United Kingdom. A world based on mass communication means that adults who are not able to communicate adequately in English —whether by speaking, reading or writing — are at risk of being excluded from taking an active part in life and work in this country.

This handbook does not attempt to reproduce the large amount of material already available on language teaching and adult literacy work. Rather, it attempts to focus particularly on the literacy needs of second language adults, and to suggest ways in which techniques and materials can be adapted to meet these needs.

"ESL/Literacy — an introductory handbook for tutors" starts from the belief that reading and writing are an integral part of the teaching of English as a second language, and as such are likely to feature to some extent in language work right from the start and at whatever level. Moreover, beginner students will often expect to learn to speak, read and write at the same time, though the emphasis may vary depending upon the individual's needs. Where a student seeks help specifically with literacy, language development will inevitably form part of the literacy content, and the tutor will need to be aware of the inter-relationship between the various skills being acquired.

The literacy needs of second language adults may be met in different ways and in a wide variety of different contexts, particularly as where a student lives is likely to determine the type of help that is available. In some parts of the country, specific ESL/literacy classes may be available in addition to the range of language and literacy provision in the area; in other areas choice may be more limited and in areas with no established ESL provision a potential student is likely to be referred to the local adult literacy scheme, and often to a tutor with little or no training or experience in language work. Thus, in some places an ESL/literacy student will have access to provision specifically catering for his or her needs, while in other areas he or she may be placed in tuition with students at widely differing levels of ability in English language or with native English speakers in a literacy class. Depending upon the context, the tutor may have a background of training and experience in either language work or adult literacy work.

Because of the wide range of situations in which second language adults may find themselves, and the variety of experience that is likely to exist amongst tutors concerned with the literacy needs of second language students, this handbook does not assume any specific tutor experience. Rather it tries to take a student-centred approach which recognises the importance of an adult learner's experience and mother tongue. It also attempts to outline for the tutor new to ESL/literacy work:

- a general approach to literacy work based on individual student needs
- some common strategies for developing reading and writing that take account of the specific needs of second language learners
- some case studies of individuals and groups which offer practical illustrations of literacy work.

For those seeking further information, or wishing to explore in greater depth some aspects of the work outlined, the list at the end of the handbook suggests further reading.

Part 1

Literacy and Second Language Speakers of English

Literacy — an integral part of second language work

To be able to operate effectively in our society, it is necessary to be able to read and write English as well as speak it. The importance of being literate in a literate society hardly needs stating: yet, in a country with a significant minority of the adult population lacking the basic skills of reading and writing to a level that enables them to participate fully in society, it is perhaps worth reminding ourselves that literacy is not merely a skill like many others to be acquired when needed. Being literate in a literate society is the accepted norm and to some extent controls access to a range of opportunities. While other factors also determine access to opportunity, lack of literacy certainly places constraints on an individual's choices in relation to work, education and training.

For a second language speaker of English, whether highly literate in his or her mother tongue, or not, literacy in English is an essential part of the communication skills needed to enhance job opportunities, to gain access to further education or training, or to operate effectively in society. Previous educational experience will affect the learning process, but does not affect the importance of developing the skills. If an ESL student is not to remain in a permanent 'second class' situation, then the skills that enable access to whatever society has to offer are crucial.

Some factors which affect learning

Before considering some specific learning factors which may affect second language learners, it is important to bear in mind factors which affect any learning activity for any adult. These include age, possible auditory and perceptual difficulties, the need for rest and variety in learning, an individual's motivation and aspirations and educational background.

Alongside these, there are a number of very specific issues which may particularly affect second language learners, including:

- length of stay in this country
- experience of life here
- educational background at home and here
- previous experience of learning English
- an individual's aural/oral language
- level of literacy in the first language
- level of literacy in English
- differences between the first language and English.

These will all affect the learning process in general. For second language learners who want to learn to read and write alongside language work, some factors appear to be particularly significant. The experience of the ALBSU sponsored ESL/Literacy Project in the Inner London Education Authority indicated some crucial factors which affect learning to read and write in English for second language students. These were:

- their perceptions of themselves as learners, largely influenced by their previous educational experience
- the specific nature of their oral competence and comprehension in English
- the different levels of literacy attainment in their first language.

(ALBSU/ILEA *ESL/Literacy Project Final Report)*

The factors which affect a second language learner are numerous and will vary from individual to individual. There is likely to be a wide range of attitudes, skills and knowledge within any group and it is therefore necessary to develop strategies to meet the needs of each individual and organise the group to provide a range of learning opportunities to meet different needs.

Negotiating the curriculum — reconciling students' and tutors' needs and goals

As adults we choose whether or not we join a course or enter a particular learning situation. This notion of choice is crucial for an understanding of a student-centred approach to any curriculum, as the approach is based on the assumption that it is the students who decide when, how and what they learn. Negotiation is central to this; with the student as the starting point, his or her own first language needs to be seen as an asset which can shed light

on current learning needs and can be used to identify and explain learning methods. An awareness of the learner's first language is also necessary for the tutor to understand the cultural factors which may affect learning.

Such an approach involves the student and tutor in sharing the responsibility for the content, methods and direction of tuition and learning. It is a dynamic process and involves a growing awareness by the student of strengths and weaknesses, identification of needs and goals and the development of effective learning strategies.

How real are the choices?

While we may acknowledge the student-centred approach as fundamental to good practice in adult education, there are many factors which affect the approach and its success. As it is based on negotiation, it is vulnerable to all the problems of any negotiating process and is more difficult where student and tutor do not share a common language and culture. For a start, the timing of a course may not be negotiable; or students may not want to be involved in deciding on the content of tuition as they may expect a ready made syllabus and without it feel insecure and 'let down'. It may be easy to ask students what skills they want to practise, and although they are often able to identify specific areas, such as spelling, grammar or handwriting, they may be unaware of the full range of skills which it would be appropriate for them to work on. Without this knowledge, appropriate choices cannot be made. Moreover, as the tutor is often negotiating from a position of power, the relationship may well turn out to be very unbalanced.

Perhaps, therefore, student-centred learning is about reconciling student and tutor needs and goals, and about providing opportunities for student and tutor to recognise and articulate the factors which affect learning. Whilst it is not an easy process, particularly with beginning level or less confident second language speakers, and differences in language and culture between tutor and student have to be taken into account, it is, nevertheless, an essential part of an approach that seeks to lead the student towards independence.

Identifying needs

Ideally, needs are assessed in a one-to-one dialogue between student and tutor and objectives are reconciled. With the benefit of a common language (as in literacy work with first language English speakers, or where the ESL tutor shares the mother tongue of the student) a tutor may place emphasis on drawing on the student's personal experiences in developing their literacy skills, using the resources of a shared spoken language. With the second language speaker of English, oral communication is often the most urgently expressed need. Tuition may therefore be based around group activities with individual profiles used to establish a common core of needs within the group, which are then developed into a syllabus. There are, however, particular problems of identifying needs with second language learners.

- ESL learners may not share any language with their tutor or at least their language may be limited. This limited language inevitably results in greater tutor responsibility in deciding on the direction of work unless negotiation and expression of needs takes place using a student's mother tongue.
- The use of mother tongue is becoming increasingly important as a means of identifying appropriate work for individual students, and whether the tutor is bilingual or not, the student's first language needs to be seen as an asset rather than an interference in the learning of English.
- Where the tutor is monolingual, more advanced students in a group can be involved in helping to explain a beginner student's problems and priorities.
- With a bilingual tutor, the mother tongue can be used not only to identify needs but also to explain the learning process, (for example, explaining to the beginner that English writing starts from the left hand side of the page can be quietly done with a common language.)
- Cultural differences are often far more acute in an ESL context. There may also be totally different expectations of the relationship between tutor and learner and educational experiences may differ widely (for example the ESL learner may have been a successful learner in his or her own country, or conversely the ESL learner may have had no formal education or schooling).

These factors will all affect the process of identifying needs. In many ways, however the negotiating process, though difficult, seems all the more important with the ESL learner where we may otherwise end up exerting and enhancing tutor control in what is inevitably an unequal relationship in terms of language skills and knowledge.

Some methods of identifying needs

It is common for students initially to identify their own needs and wishes very broadly.

"I want to speak English properly"

"I can't spell"

"My reading is terrible"

This isn't much help — for the student or the tutor — therefore some time needs to be spent talking individually to new students about their strengths and weaknesses, what they can and can't do. This is exactly how it should be — students themselves are the best source of information about what they want and the skills they already possess.

Finding out about personal circumstances, in an open and tactful way, gives some idea of the contexts in which learners will be expecting to use the skills they wish to improve, and the ways in which they are prepared to take up studying. It is impossible to draw up a comprehensive list of the information which might be useful, but the following might be indicative:

- the context in which the person works — factory, shop, home, family business or unemployed
- the skills they use at work or in everyday life — housekeeping, machine operating, catching buses, signing on, book-keeping, driving, etc
- something about family role and responsibilities — single parent, school age children, responsible for other relatives, etc
- when they have time to devote to study, and how far and where they are prepared to travel to study
- what kind of educational experiences they have already had, and what they may expect their education to be like in the future
- what they hope to be able to do with the skills they want to improve, i.e. some idea of the student's aims.

Naturally, some information may only be gathered if there is an assurance of confidentiality, and care will be needed over how this information is recorded and stored.

Getting some idea of the levels of skill that students already have is something which takes more than one meeting. Literacy and language tutors are accustomed to revising their idea of students' abilities during the first three or four sessions and the practice of regular reassessment is an important and increasingly easier part of any meeting. The students again are the first reference point, and we should be looking not only at what a student can do, but also how he or she does it:

- Ask the student what presents difficulties with reading/writing/speaking etc. It is often useful to be able to prompt with examples of specific tasks, e.g. ability to read newspapers, referring to different bits — headlines, TV page, personalities, names, names of football teams, etc. Use student written material as well as daily newspapers. (The tutor will be listening to how successful the student is at decoding the printed word, the method of decoding the understanding of left-to-right orientation and whether particular sounds give particular problems of recognition or pronunciation).
- Have lots of social sight words (preferably on photographs, or original material of some kind). Ask the student to pick out known words. Try to assess how well the student is using context (for example, the word "ambulance" from a photograph of an ambulance, "Take two three times daily" from the side of an aspirin bottle).
- Find out if the student is more confident about reading and writing in some aspects of life than others — at work, for example. Try to find something relevant to that special situation: does familiarity with the text or vocabulary allow the student to relax, read with some meaning, and use context guessing more readily?
- What kind of strategy is used to decode and to understand?
  - sounding out words?
  - trying to recognise whole words?
  - a combination of both?
  - is the student able to read and follow the meaning of the passage at the same time?
  - or is meaning sacrificed to decoding?
- Ask the student to do some relevant writing task:
  - name and address
  - names of other members of the family
  - shopping list
  - name of employer
  - brief description of work or family.

(The tutor will be looking for left-to-right orientation, quality of letter formation, spacing, sentence formation, punctuation, written vocabulary relative to spoken vocabulary).

Whilst reviewing or assessing a student's level of skills, it should be possible to get some idea of a student's general level of confidence:

- How ready is the student to try something he or she is not sure of?
- How does the student cope with mistakes:
  - give up?
  - try again?
  - sit and think?
  - sit and doodle?
  - start talking?
- Does the student look for prompts or cues — either from the tutor or from the text?

It may be that the student will have difficulty in expressing things, but will know very well what he or she wants to say. It is here again that the mother tongue should be used where at all possible, perhaps with the help of other students.

It is also worth remembering that the needs of a group of students will be something more (or different) from the aggregate needs of the individuals in the group:

- They may share a cultural background or cultural interests, and may be prepared to share more with each other.
- They may be prepared to use the group itself as a teaching/learning resource, which is especially good for the confidence of students. (The role of tutor may be to facilitate this).
- Individual students may be much more ready to take control of their own learning within a supportive group than with any amount of support from an individual tutor.

Some issues in selecting and using materials

Implicit in any examination of what a student wants from a literacy course is the need to identify the sources and materials for literacy work.

From what has been said already, it is clear that the choice of content needs to be negotiated with the student particularly as many students may not be aware of the wide variety of sources and materials available and how they may be used to develop skills.

It is also important to draw a distinction between general everyday sources for literacy work, and specific materials designed to deal with specific learning tasks. Sources may include authentic materials such as forms, newspapers, magazines and the wide range of reading matter surrounding us. Materials which have a clearly defined aim to give information about certain topics or about opportunities of various kinds in the local area may also be drawn on. It is important that sources are seen as disposable — to cut up, write on, to use. Other sources for literacy work may include fiction, reference books, dictionaries —indeed the list is inexhaustible. The student's own ideas and language may be the first source to draw on, or the discussion that is produced in a group.

There are also specific materials which have been developed with particular tasks in mind relating to a student's ability, stage of learning, interests and aims. These may include worksheets, exercises, readers, etc. which focus on specific language structures or vocabulary, reinforcing oral work and developing literacy skills, to enable students to use their reading and writing skills in the ways they want to. They may also include adapted texts drawn from any of the sources mentioned above.

In selecting sources, adapting and making materials for ESL/literacy students, some specific factors need to be considered:

- Second language speakers often have a limited knowledge of English culture and heritage, and this should be borne in mind when choosing sources and making materials. It is probably necessary to check materials for overt and subtle cultural and racial bias. Vocabulary may be alienating and points of reference and illustrations may be unfamiliar, carrying assumptions about the audience being addressed. There may occasionally be a place for presenting a culturally biased piece of writing but its use needs to be put into a context where discussions on aspects of bias can be confronted.

- The knowledge of the written language acquired by a student needs also to be borne in mind when selecting sources and materials: a student may not be familiar with the English script, the size of print and style of handwriting. Texts using language which is unfamiliar to the student will be equally inaccessible and the tutor needs to consider the complexity of, and the student's familiarity with, grammatical structures, vocabulary and idiom. This will depend on the student's stage of learning and how and where they have learnt English. While some unfamiliar language items can be used on specific teaching points, the tutor needs to be sensitive to the amount of new language a student can cope with effectively and balance this with the need to develop confidence.

- When selecting sources and materials, student interests also need to be taken into account and materials should be relevant, interesting and within the range of experience of the students. It

is helpful to know something about a student's familiarity with books in the mother tongue as this will affect perceptions of what is involved in reading.

- Material needs to be designed for adults and appropriate for adult comprehension even though the students may have limited literacy skills. There is a danger of patronising students by using extremely simple topics and ideas (for example, using children's books as reading material — unless there is a specific reason for using these, such as with a parent wishing to 'rehearse' reading to a child.).

- Sources and materials should be accessible and manageable to allow students to achieve the satisfaction of completing an activity. Motivation can be destroyed by a sense of failure if material is too long or too complicated: completion of a reading or writing activity should be possible within the time of a session.

Materials which are developed for literacy students whose first language is English are not necessarily appropriate for second language students. They may assume a cultural knowledge of English as well as a certain oral proficiency. Terms of reference, use of vocabulary, ideas and assumptions may in some instances present complications for second language students, (for example, references to 'the war', use of fairy tales, well-known quotations, characters from the Bible or popular mythology). Adaptation may be necessary to avoid these problems. Having said that, at certain stages of learning it may be possible and useful to discuss these issues with students; and in a mixed group of first and second language students, such discussion may arise quite naturally.

Part 2

Strategies for Developing Reading and Writing

The preceding chapter has looked at some of the implications of literacy for second language learners. Not all second language speakers attend classes and some do so only after a number of years living in the UK. Moreover, it is clear that the motivation to attend classes differs from student to student and a variety of reasons for reading and writing may exist within any group of students. The range might include 'reading for its own sake', work requirements and personal status. Students' initial objectives might also change during the learning process.

The way people learn to read and write differs widely — usually no single method or pattern of learning and teaching can be applied to a group of students, and each student needs to find the most appropriate and comfortable method of learning. Students will also have different starting points depending on their previous knowledge and learning experience. The teacher and student together need to decide on their own approach using a variety of methods and materials.

This chapter presents a number of reading and writing strategies and teaching approaches and points out some of the factors which need to be borne in mind for the second language learner. Reference points are given for fuller treatment of some of the areas of work.

The chart below identifies some of the skills involved in reading and writing, and some of the implications for second language students.

Some Processes in Reading	*Possible Implications for Second Language Learners*
Knowledge about written language	
familiarity with Roman script	
• upper and lower case • left to right sequencing • alphabetical order • different handwriting, type faces	• different script in the first language • use of same case (e.g. no capital letters in first language) • different sequencing and directions • variety in alphabets
recognition of visual/sound correlation	
• phonics	• no comparable sound in the first language • visual/sound correlation may differ in the first language
recognition of units of meaning	
• words • sense groups • sentences	• limited knowledge of English vocabulary • meanings may be culturally bound • insufficient experience of English
familiarity with structure	
• layout • overall structure of text	• no directly transferable structures in first language • limited experience of English style and register

Some Processes in Reading	*Possible Implications for Second Language Learners*
knowledge of language • vocabulary • syntax • idiom	• limited language development • no experience of formal language structure in the first language • limited familiarity with English idiom
Strategies for coping with unfamiliar words or phrases	
• use of context • phonic knowledge • letter names • visual information	• first language knowledge may not transfer adequately • limited experience of English • different cultural basis to language
Use of access and survey skills	
• awareness of places, people, organisations as reference points • use of context and index pages, titles, headlines, etc., to judge appropriacy and to anticipate content of material	• insufficient background knowledge • different usage in the first language may result in misinterpretation
Adapting reading according to purpose	
• understanding of purpose of reading (specific information, curiosity, pleasure) • reading with differing degrees of intensity (skim, scan, in-depth)	• ability to understand the purpose, but limited skills cause frustration • possible lack of confidence
Bringing meaning to text	
• recognising different levels of meaning (literal, implied) • relating new information to existing knowledge (evaluating, criticising) • understanding limitations of the written text (referring to others) • responding to what has been read (in thought, action)	• often meaning is culturally bound and determined • limited knowledge of context and background • lack of skills prevents action

Some Processes in Writing	*Possible Implications for Second Language Learners*
Acquisition of handwriting skills	
• ability to form letters • left and right sequencing	• not literate in the first language • different letters and direction in the first language

Some Processes in Writing	*Possible Implications for Second Language Learners*
Knowledge of written language	
• internalised knowledge of rules • grammar and structures • conventions of spelling • writing format, layout • style and register	• language insufficiently developed • skills not yet acquired in English • the first language may not have a transferable system
Strategies for coping with difficulties	
• drafting, editing • using dictionary, thesaurus • storing written information	• store of knowledge of English not yet wide enough
Writing adapted to purpose	
• awareness of reader • knowledge of subject and possible response • making appropriate choices in terms of selection and organisation of ideas/information, style and register.	• prediction and anticipation presents difficulties because of limited knowledge and cultural bias

The whole word approach

This is a method of decoding, aimed at the **meaningful** reading of a word (rather than concentrating on individual letters) by presenting and saying the **whole word** or phrase and encouraging students to recognise it instantly (rather than working it out as a succession of sounds). This is a particularly useful method in the early stages — when it is important to be able to recognise a few words with confidence — but it can be used at any stage of reading, particularly in learning phonetically irregular words. It is a useful approach for teaching:

- **social sight words**

  TOILET, TELEPHONE, CHEMIST

- **key words** — of, to, was, one (presented in a phrase or sentence to give meaning)
- Some **regular** words from which generalisations can be made (e.g. can, leading to man, ran, pan or cat, cap . . . etc.)

Good readers rely on a very large bank of sight words built up over many years, and do not generally have to resort to "sounding out".

Important factors for ESL/Literacy teaching

1. The sight or whole word approach involves the skills of visual discrimination and memory, for example recognising and recalling the salient features of a word:

- general shape
- special features
- length of word
- first and last letter shapes.

DO in the early stages make sure that the words chosen show these characteristics. *DON'T* choose similar looking words.

2. Most students will have acquired some sight words — in particular contexts such as street signs and shop names. Build on these, always showing the words in context where possible, and making sure you re-use them in other work:

- using photos of signs, or going to look at the signs themselves
- linking words with a picture
- putting captions under pictures or photos.

Ways of using a whole word approach

1. Start with the following useful sources of words for the early stages

- personal vocabulary — names, addresses, etc.
- language experience
- social signs
- structured readers
- authentic material (simplified if necessary).

2. Tutor and student read the target word.

3. The student matches the word with the same word selected from a number of different words written on small cards, saying the word aloud at the same time. (Matching can be practised by matching the word to a picture, with the word on the reverse for self-checking, or word to word.)

4. Read the word in isolation.

5. Choose a given word from two or more — very different — then similar words.

6. Trace, copy or write the word — often a few times to get the feel of the word.

7. Keep the words learnt on small cards for future revision. (Use in games and question and answer exercises). Also make a personal dictionary into which students transfer new words.

8. When some keywords and phrases have been learnt, the student can manipulate cards to produce sentences.

9. Use the words in games such as Yes/No Quiz, Pairs, Bingo, Snap.

10. Phonic awareness can then be developed from known sight words.

Literacy through language practice

There are a number of strategies used in ESL for the teaching of oral communication skills that can be used and adapted for the teaching of reading and writing. Reading and writing activities can be incorporated into or follow on from **role play** and **listening exercises.** This does not necessarily mean that every role play and listening comprehension exercise should involve an element of reading and writing. However, where appropriate, literacy skills and techniques can be integrated into language work and not merely seen as consolidation exercises for oral work, but as a specific and important area of skills development.

Important factors for ESL/Literacy teaching

1. Approaching reading and writing from oral work can be particularly beneficial to students by setting literacy in a context where the purpose of the reading or writing is likely to be clear.

2. Literacy through role play can be useful for students who are stronger in oral/aural skills than in literacy skill, those who have literacy difficulties in their mother tongue, and those who have little formal language learning experience. It can also benefit those students lacking confidence in writing by providing a light-hearted and enjoyable context from which to work.

3. As an approach it is useful for tutors who already have oral work techniques in operation in the class and are familiar with these techniques.

4. It provides an opportunity to integrate literacy teaching firmly with oral work, using role play or listening comprehension in order to teach a particular literacy skill.

Ways of using role play and language practice

Role play can be used as a springboard or introduction to literacy work, or as a follow through after preparatory exercises for literacy tasks.

1. Writing as part of a role play

Use real forms that need to be filled in as part of a dialogue:

- *situation:* health visitor and client — the client needs to fill in an immunisation consent form
- *situation:* school — filling in a form to register a child for school
- *situation:* post office — the teller requests completion of a registered delivery form.

Real forms can be filled in as part of the role play with the tutor and student swapping roles or two students swapping roles.

Students should have done pre-role play work on the particular forms in question.

2. Reading as part of a role play

Use real forms or letters that need to be read as part of the dialogue:

- *situation:* housing office — the client has an appointment to discuss council housing, and refers to a letter previously written
- *situation:* chemist's shop — customer queries the directions on a bottle of medicine
- *situation:* job centre — the client informs job centre staff of an advertisement of interest. The client and staff member need to read the advertisement in order to ask and answer questions about the job.

3. Writing following a role play

Try a letter of complaint following a telephone call or discussion:

- *situation:* a complaint to the shop supervisor about poor quality goods. The supervisor suggests a letter of complaint be written to the company
- *situation:* a letter to an MP. A student is approached by a political party to write to her local MP about a current issue.

4. Role play as a stimulus for writing

Use role play as a stimulus for further discussion and writing:

- *situation:* a conversation between two parents about closing the local school
- *situation:* a conversation between the receptionist and patient about the appointment system at the doctor's surgery.

5. A number of points can be illustrated by literacy activities linked to role play, for example:

Seeing the differences between written and spoken forms of language:

- analyse a tape recording of a role play to examine differences between written and spoken language and to highlight how tone conveys meaning
- use of intonation to ask a question.
  spoken: "nice weekend?"
  written: "Did you have a nice weekend?"
- use of tone to convey meaning.
  spoken: "what a mess!"
  written: "This is a dreadful mess."
- use of tone to indicate if something is formal or informal.

Seeing the similarities between written and spoken language:

- seeing how the same patterns can transfer from writing to speech can help the student who is very fluent
- *ordering of information:* listen to a tape of the role play and examine how ideas, events, and questions are ordered and how important information is selected. Discussion can focus on the importance of ordering information and how the same process occurs in speaking and writing
- *tone and register:* choice of words can indicate the degree of formality in both spoken and written English (for example, compare the language and vocabulary used by the Dean of a Law School or by the local union branch secretary).

Listening comprehension exercises can be used as they sometimes involve reading and writing in order to check comprehension. They can also be used specifically to develop literacy skills.

1. Techniques in listening that transfer to reading and writing:

- listen for the most important information (key words, main ideas). This is similar to scanning or skimming in reading. For example, listen to a description of an accident, listen for the most important facts, then discuss how they can be written down
- use intonation and pauses in spoken language, and punctuation in written language.

2. Using listening to practise note-taking:

- listen to a speech, or lecture and take notes (or use TV, radio or recorded messages).

3. Listening exercises to practise spelling and phonics

- listening exercises designed with specific phonics or spelling patterns to practise.

The language experience approach

The **language experience approach** concentrates on deriving text from students' own words, either as a piece of writing or as a spoken passage which is then transcribed. It has the twin advantages of giving status to the student's language, and of giving a piece of text for further work. Language experience uses students' own statements or ideas, written down by the student or tutor, as a source of reading material. This can be as simple as the student's address, or at a more advanced level, the expression of ideas, experiences or opinions. The language used will have been generated in conversation or discussion, either individually or in a group. Stimulus materials (e.g. pictures, newspaper articles) are also a useful aid.

Important factors for ESL/Literacy teaching

1. All the vocabulary will be within the student's oral knowledge.

2. The content will be meaningful and relevant to the student.

3. The material will be in sentences rather than isolated words. This encourages reading in context, and starts good reading habits; however, the text should be very brief in the beginning.

4. The approach gives value and status to the student's use of language.

5. It demonstrates to the student who is not literate in the first language that literacy is a creative rather than a merely passive skill.

6. It can be used with beginner ESL students even with limited vocabulary, and is especially useful for fluent ESL speakers with limited literacy skills.

7. It can be used to show the links and differences between spoken and written and between formal and informal styles.

8. The tutor has to decide whether to take the student's language as it comes, errors and all, at the risk of reinforcing incorrect patterns or to mould it into a correct form giving a 'good' model to be worked on.

9. There is a danger of lack of structure and repetition. It may over-burden the learner with redundant vocabulary, particularly as it may not be necessary for the student to be able to read all that he or she can say.

10. It is essential to repeat and reinforce new vocabulary in a systematic way if the student is to gain confidence and experience a sense of progress.

11. The tutor should feel free sometimes to edit or correct where necessary according to the language needs and aims of a particular student. The tutor may initially use only a small amount of the student's spoken passage and increase the amount, where appropriate, at a later stage.

Ways of using the language experience approach

1. Starting points are taken from what the student says. (This can be tape-recorded if wished). It could be:

- personal information (e.g. name, address, family)
- personal experience (e.g. life in the student's own country, coming to England, work or some other experience in England)
- comparisons with life at home
- a group discussion of a shared activity or experience
- a group discussion of a local event.

2. From discussion, the tutor picks out and agrees with the student on a sentence or more and writes it down, making sure the writing is quite large and clear, with good spacing. Line breaking may be useful.

The hotel has 43 rooms.
It has 4 floors.

I worked on the second floor.
The manager is Mr Haydon."

When working with a group, it may be useful to take one sentence from each person and write it on a flip chart.

3. The tutor reads the material aloud at a normal pace, pointing to each word as she reads it. The student can alter words if wished.

- The student then joins in the repeat readings.
- The student then reads alone.
- The student picks out any individual words he or she knows.

4. The tutor rewrites the passage on strips of card. (If the texts consists of only one line, cut it into words. Break the text into words, groups of words or sentences as appropriate).

- The student sorts out the strips and places them on top of the original text in the appropriate order, reading each one. If there are difficulties with particular bits, talk about various ways of working them out (guessing from context, using initial sounds as a clue, passing over difficult words and coming back to them, etc.)
- Practise matching individual words, then identifying individual words.

5. Choose target words to learn, write and record in a personal dictionary.

6. Re-read the whole text before the end of the lesson.

7. For the next session make a copy for each student. Let them mark the words they know, then reinforce learning with individual or pair work at a variety of levels:

- matching words
- sequencing parts of the sentences into order
- cloze exercise (see page 20)
- practising target spelling
- making new sentences from some of the words used
- making new endings for some sentences.

8. Try group composition:

- in mixed first and second language groups, there is the additional benefit of bringing out points of style, figures of speech, different ways of saying the same thing
- make sure that within groups, each individual takes some part in producing the group composition.

9. 'Final' drafts should be kept as a record of ground covered and progress made.

Phonics

"Phonics is an approach to the learning and teaching of reading which uses a system of giving to each letter of the alphabet a basic sound which 'belongs' to that letter". ("Alpha to Omega", Hornsby and Shear).

To teach using a phonic approach the student needs to be aware of letter sounds, what sounds each letter represents, and how to blend these together into words (s-a-t = sat). An order of introducing sounds can be useful (see J.M. Hughes' "Aids to Reading") and a useful functional phonic alphabet may be found in "Teaching English as a Second Language" by Sandra Nicholls and Julia Naish.

This is probably an approach which is particularly vital for ESL learners with no literacy skills in their first language and for the purpose of this handbook, some methods for approaching phonics with this learner are considered. Obviously some of this will also be applicable to other ESL learners.

Important factors for ESL/Literacy teaching

Phonics can present the ESL learner with many difficulties relating to their oral/aural abilities:

1. If students cannot hear differences in sounds (e.g. p/b for a Chinese speaker), they will not know which to write down. Extra work on specific sound discrimination may be necessary which can also be linked to pronunciation. This reinforces the need for tutors to have some knowledge about the learner's first language and the difficulties it may present for *hearing* English.

2. English has a wide range of variants and many instances of important words which defy phonic rules (e.g. *head/clean*). This not only presents difficulties in systematising the language but can possibly lead to a grudge against English — "Why can't English be spelled as it sounds?"

3. ESL learners bring with them a variety of accents and ways of pronouncing words. This will obviously affect a phonic approach which depends on a very specific expression of any given sound.

4. Phonics can also lead to single letter analysis (both for native and ESL speakers) and may, therefore, impede fluency and the use of context in the reading process. This decreases the chances of the student deriving *meaning* from reading, and can result in what is sometimes referred to as "barking at print".

5. The limited language of ESL learners can also affect how and when to use phonics. There is very little point in using lists of phonetically similar words if the meanings of these are unfamiliar. Work using a phonic approach needs to be linked to spoken language.

Though a phonic approach may present some of the difficulties outlined above, it can be an extremely useful way of helping students to acquire a visual familiarity with English, to gain some word attack skills, while at the same time reinforcing pronunciation work and developing listening skills.

Ways of using phonics

The tutor needs first of all to develop a knowledge of and collect information about pronunciation patterns in the mother tongues of the students. In the light of this knowledge, the priorities for which particular sounds to tackle first should emerge.

Further questions need to be asked:

- What are the particular pronunciation problems of the students in my group?
- Do we work on listening discrimination first or launch into reading?
- Are consonants or vowels easier to start on first?

etc. etc.

In developing phonic awareness, the links between pronunciation, phonics as a tool for tackling new words and the effects of this on a

student's confidence and competence in tackling spelling need to be taken into account.

Some activities

1. Listening work to develop discrimination between different sounds:

e.g.

- take your student's name
- use the letters of the name to start work on initial sounds
- put words on tape, concentrating at first on words beginning with the same letters as the student's name
- pick out the initial sounds and write these down.

A picture worksheet could accompany this activity, with initial sounds to be completed.

2. Building up a functional phonic alphabet (see Nicholls & Naish or 'Lessons from the Vietnamese')

3. Gap filling worksheets where students have to fill in the missing letters

e.g.

——ip

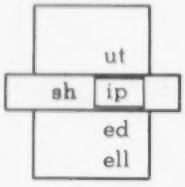
——oe

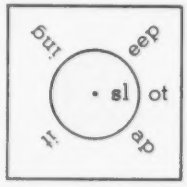
——ant

4. Sorting pictures and words into groups that start and finish with or contain the same sound.

5. Games where students build up lists of words with like and unlike sounds.

6. Word wheels or word slides for reading off a number of like-sounding words (ensure that 'known' words are used)





7. Phonic crosswords.

Using context

Work on context emphasises the skills of comprehension and prediction and helps students to become more familiar with the ways in which layout can provide additional information and clues to meaning. Using a recipe, for example, doesn't necessarily mean reading every word: if we want to know how much flour to use we look at the list of ingredients; if we want to know how hot the oven should be, we look for words like 'Regulo' or 'Oven Setting' or something similar. We don't need to read every word from the beginning. By recognising the conventions of layout, it is possible to anticipate and therefore quickly locate the information we want.

Similarly, if we want to buy a second hand car, we usually make some initial decision about make, year or how much we can afford. Then we use those decisions — plus our knowledge of how small ads. are laid out — to scan through the columns of small ads. looking only for words like 'Austin' or '1978' or '500'; stopping only to mark or consider those ads. containing the keywords. More specifically, by looking at unfamiliar words in context, it is often possible to guess their meaning.

Context cueing is the name given to the process where students are encouraged to develop this facility and learn to rely on the context within which a word appears for the necessary clues to its meaning.

Important factors for ESL/Literacy teaching

1. To be able to use context successfully the reader needs to have some idea of what the complete text is about and sufficient vocabulary to understand most of the text. Without this, it is impossible to gain sufficient understanding of the text to be able to guess correctly, and this can lead to frustration and a loss of motivation. In any text used, *at least* two thirds should be readily accessible and of the third or so to be 'guessed' at, the vocabulary and sentence structures should be within the student's oral repertoire. Thus, you are clearly working on the ability to deal with the written language and not testing other things at the same time.

2. It may be particularly useful to use this approach with students whose spoken English is considerably more advanced than their reading skills. A text on a topic with which a student is familiar and using vocabulary within the student's range can be used. However, it is also useful at a very simple level to use, say, a sentence derived from language experience (see page 16).

3. The tutor working with second language students needs to be sensitive to the fact that the way in which information is selected and presented, conventions of layout and so on may vary in different languages, and those students who are literate in their own language may need to become aware of these differences in order to use context effectively.

Ways of using context

There are many ways to encourage the use of context as an aid to comprehension. Specific techniques to develop the skills of context cueing, such as cloze procedure can be used, as well as other activities designed to help the student become familiar with layout and organisation of print.

1. Cloze procedure is the technique of leaving out selected words from a sentence or passage and asking the student to fill in an appropriate word. Words left out can be random, every eighth word, or they can be verbs, nouns, adjectives, etc. The space needs to be filled in *appropriately* (there may be a number of possible "correct" words) according to the sense. To be most useful, the exercise should be linked with an authentic piece of prose — either produced by the student or from an original recipe or whatever. It should be *preceded* by the kind of vocabulary work which

gives the students the words required — never present a student with a new word without providing a strategy for learning it. Don't delete too many words or the sense is lost. Work can be developed further with a group, for example, a passage can be presented on an OHP for the group to fill in the blanks.

2. Practise with headlines: guessing what an article will be about.

3. With a relative beginner, familiarise the student with the layout of newspapers, getting the student to learn how to spot TV columns, sports features, weather reports, etc. from the layout and presentation. Ask students to bring in various newspapers and discuss similarities and differences in terms of content, layout and organisation.

4. Present the student with a text that is "manageable" and, with a time limit, ask the student to read it through silently then tell you what the text is about, in a general sense. Alternatively, use comprehension questions, with a text which encourages a general grasp of the text rather than the detail. Skimming a passage for overall meaning can be the basis of encouraging constructive guessing from context, rather than always having to decode. (Bear in mind of course, that students will need decoding skills as well, and the first letter or letters of a word assist as an additional cue to context).

5. Use a recipe book and ask the student to look through, spotting the temperature setting for each recipe or which recipes use eggs and flour.

6. Use the small ads. column of a newspaper to look for specific items, or prices.

7. Practise looking for key words in articles or newspapers. Ask the student to underline the word each time they see it.

Spelling

It has been traditional to look at spelling as a spin-off from reading, a skill which comes naturally if one is doing a lot of reading. This may sometimes work, but spelling is not a natural activity and has to be learned. It is also only one aspect of writing, and there are many issues concerned with the development and encouragement of various kinds of writing which are not dealt with here. (For ideas on developing writing, see "Literacy work with bilingual students — a resource for tutors", ALBSU, 1985).

Important factors for ESL/Literacy teaching

There are particular problems for ESL learners in learning to spell, because of differences between English and their own language.

1. Experience in and exposure to the written language seem crucial in developing confidence in spelling. This may take time for ESL learners, although if they were successful learners in their first language, they may already possess valuable strategies. They may, however, have internalised certain rules about the relationship between sounds and symbols which do not necessarily apply to English.

2. Auditory difficulties may affect ESL learners. Depending upon the learner's first language, some English sounds/letters may be difficult to identify and distinguish. Accents and pronunciation may also change letter and sound articulation, which will affect spelling.

3. Lack of English language, experience of and exposure to its written form will mean that ESL learners may have little knowledge of the probabilities in spelling and so have difficulty in generalising from known words to new words.

4. The learner's first language writing system may be different and so it will take time to develop the shape and flow of letters. As it seems to be the motor and visual areas which are most crucial to developing spelling, unfamiliarity with the mechanics of the written English script will present the learner whose writing system is different, with many difficulties. The development of handwriting can therefore be crucial in reinforcing spelling.

5. There will be specific characteristics of an ESL learner's mother tongue which are likely to have implications for spelling in English. For example, some languages (such as Bengali and Italian) are phonically regular; in Greek the letter 'P' exists but produces the sound 'R'; in other languages there may be no equivalent letter to some English letters and sounds (for example there is no 'F' in Vietnamese). In order to help the learner to tackle English spelling, an awareness of the characteristics of the mother tongue will help to overcome some of the problems.

Ways of improving spelling

There are many strategies for helping to 'learn' spelling, and a method which works for one person may not for another. It is therefore important to develop a range of strategies and to give the learner an opportunity to find out what works best.

1. LOOK — COVER — WRITE — CHECK is a useful method of encouraging the student to visualise a word.

Keep a record of new spellings learnt this way:

- revise the new word when learnt, then
- try 10 minutes later
- try 1 day later.

2. Copy a word and look for other words which look the same or have the same elements:

- put a line under the part which is the same.
- put them in a word list (e.g. *car park market*).

3. Use a visual approach, with:

- flash cards
- word jigsaws
- word completion exercises (M— —ch, —arch, Mar— —)

- looking for hidden words within words (Manchester = man, chest, her, cheer)

4. Use an auditory approach:
- exaggerating letters out loud, especially silent ones (*k*nock, *k*nee, *k*nife)
- rhymes, jingles
- mnemonics (memory devices):
  necessary = one collar and two socks
  c ss
- tape recording words which are phonetically similar.

5. Use a kinaesthetic approach:
- tracing over words and phrases with the finger, and with a pen.

6. Use pictures aids:
- smoke eye
- use a variety of colours/sizes/pens in handwriting.

7. Practise handwriting:
- encourage good letter formation and good speed
- use felt tip pens (gives more 'feel' to letters).

8. Syllabification or breaking words into syllables:
- allows for closer examination of words
- makes students aware of sounds
- gives ideas of how words are built up
- can help understanding of meaning.

Start with simple 2 or 3 syllable words
- car/pet
- ho/li/day

and move on to words like dis/ap/pear/ed.

Always ask the student to make a syllable break in between a double letter as this enables them to hear both letters.

9. Practise with prefixes, suffixes and roots:
- helps to unravel the 'mystery' of words
- helps to understand *how* words are made up and gives an idea of underlying meaning
- words can take on a fascinating rather than tedious image, using games and quizes
- build up words e.g.

do
overdo
doing
overdoing

This can allow for some analysis of grammar related to suffixes, and it can help to give confidence if some knowledge of grammar is acquired.

10. Look at the historical perspective — look at the basic influences on the English language.
- it can be interesting
- it can be immediately applicable to spelling

e.g. Greek words
mechanic
photography
television

11. Look for patterns to deduce spelling rules:
- spelling rules can be introduced in context, e.g. qu and i not generally used at the end of a word. This is particularly useful in rules relating to plurals.

12. Practise vocabulary extension:
- antonyms/synonyms
- vocabulary substitution from a piece of writing
- crosswords
- puzzles.

13. Do dictionary work:
- write down what you do know of the spelling of a particular word (leave gaps where you are not sure)
- make a guess at the gaps
- check with the dictionary
- find meanings of words which have been written down.

With spelling errors, as well as with grammatical mistakes that appear in a student's writing, it is important to look for the 'key' errors which repeat themselves regularly, and try to deal with these as a priority. Indiscriminate marking or picking out of every error made can lead to a loss of confidence. Where a student has become aware of common mistakes, encourage him or her to proof read the piece of writing, using a dictionary to check. This should lead to regarding drafting, checking and redrafting as a regular part of writing.

A Checklist of Tasks and Skills

These are some of the skills used in some everyday activities.

Task	*Skills Required*
Form Filling: coupons, DHSS Forms, job, driving licence, HP, post office, tax, joining club, booking holiday, etc.	*Ability* to read and understand what is being asked for on the form. *Ability* to write down required information clearly and without spelling mistakes. *Ability* to write down required information neatly in own handwriting and in block letters. *Ability* to use drafts and keep personal records of such information for future use. *Ability* to use range of spelling strategies to recall and record spelling for future use.
Letter Writing: notes to milkman, family, friends, thank you, complaint, excuse from work, appointment, etc.	*Ability* to decide when correct spelling is necessary and ability to use correct spelling when appropriate. *Ability* to express oneself clearly and in a style appropriate to type of letter. *Ability* to organise the content effectively. *Ability* to write neatly where necessary and appropriate. *Knowledge* of layout of letters and envelope.
Dealing with Advertisements: small ads. in newspapers, adverts for products, writing own ads.	*Ability* to select relevant ad. quickly and get at information. *Knowledge* of abbreviations. *Ability* to judge value of ads. *Ability* to write in concise shorthand style.
Notices/Signs: safety, danger, gents, etc.	*Ability* to recognise and read quickly.
Use Newspapers and Magazines: to get at information required, e.g. sports reviews, TV guide, horoscopes, articles, film reviews, etc.	*Ability* to glance through and select relevant article. *Ability* to get at meaning of piece being read. *Ability* to use range of strategies to get at meaning. *Ability* to be an 'active reader' evaluating information given, deciding what is fact or opinion.

Task	*Skills Required*
Access Skills: use a dictionary, telephone directory, timetable, A-Z, maps, street plans, cookery books, instructional material, technical manuals, official leaflets, etc.	*Ability* to use index, contents pages, titles, etc. *Ability* to 'skip padding' and get at information required. *Ability* to use alphabetical ordering. *Ability* to use 24 hour clock. *Ability* to select relevant 'bits' quickly. *Knowledge* of places, organisations, people, etc., to use as reference point for getting at information.
Reading for Pleasure: novels, poems, short stories, etc.	*Ability* to read with enough fluency to keep meaning and enjoy the piece of writing. *Ability* to use reading strategies effectively to work out 'unknown' words.
Reading a Text for a Course of Study:	*Ability* to evaluate reading and react to text. *Ability* to make notes for own use. *Ability* to use library.
Writing for Pleasure:	*Ability* to express thoughts freely.

Part 3

Literacy in Context

This chapter offers some practical illustrations of literacy work in a variety of different contexts. As was noted in the Introduction, second language students may receive help with literacy in a number of ways, in one to one tuition or in groups, and every situation will present different possibilities for the development of literacy skills. Depending upon the context, a tutor may be able to give particular attention to individual work, or to draw on a student's mother tongue to identify needs and explain learning strategies, or use the combined resources of a group to develop work. Whatever the context, the tutor can hopefully adapt some of the ideas described in the case studies that follow to suit the particular student or students she is working with.

The Case Studies

Naseem

Naseem is a beginner student who has been in this country for about 5 years. She has picked up a little spoken English, but has a very limited range of vocabulary and structures. She is also shy at using English. She is not literate in her mother tongue, and while her priority is to be able to cope with everyday situations in spoken English she also wants to learn to read and write.

Surinder

Surinder has lived in Britain for some time, with his wife and two teenage children. He is interested in becoming more involved with the Union at his place of work — the press-shop of a car manufacturer. His spoken English is fairly fluent, but he is unable to write much more than his name and address and a few well known words from work.

Maria

Maria is in her mid-40's and has three teenage children. She has lived here for ten years, and works in an office. She would like to get promotion and would be capable of more skilled work if she could gain more confidence in note-taking, messages and reading reports.

Manor Street School Group

This is a daytime ESL class for Asian women. It meets in the local infants school on two afternoons a week and is attended by women ranging in age from 19 to 55 years old. Their experience of life in this country varies as does their ability in English and their previous educational experience.

Priory Basic Education Group

This group meets in the evening, and caters for students wishing to improve their reading or writing skills for a variety of different reasons. The group includes both first and second language speakers of English whose needs range from basic reading to formal letter writing.

Naseem Begum

Naseem came here from Pakistan 5 years ago to get married and is now 26 years old. Her husband, who attended secondary school in England, is a bus driver.

They have two children, Zora (4) at Nursery School and Ahmed (2) who suffers from asthma and eczema, and has to attend hospital as an out-patient.

Naseem's husband is keen for her to learn English because he has to take time off work to take the boy to hospital. She was referred for help by her health visitor.

Naseem was interviewed, first with her husband who gave background information and interpreted, and then on her own so that her English ability could be assessed without him.

Initial assessment

Naseem had no schooling in Pakistan and is not literate in Urdu. She has picked up a little spoken English — greetings, shopping and family vocabulary — but knows few structures and is shy at using her English. Her husband has taught her the alphabet and to write her name in capitals; however, in the initial interview, she couldn't manage her address correctly.

When shown some social sight photographs she was able to read 'BUS-STOP' and 'HOSPITAL'. She tried to sound-out other words, but with no success and was unable to read the sentence "My name is Naseem Begum".

Naseem's (and her husband's) priority is to gain a better command of spoken English to cope with her hospital, clinic and school encounters. But she also expressed a general wish to speak English and to read and write. Her limited aural and oral skills might suggest that literacy should take a back seat for a while, but there seemed to be several reasons for including it from the start:

Functional literacy. Both reading and writing are involved in the situations where she needs English.

Motivation. Not being literate in her first language, Naseem may attach great value to becoming literate. She may also assume that all REAL learning involves reading and writing. Meanwhile, she has a chance to get ahead of her children and be able to help them.

Reinforcement. Seeing the written form will reinforce the spoken, making it easier to remember and revise.

Variety. Reading and writing activities give variety and interest to lessons and a relief from potentially stressful oral work.

There were also some other factors to bear in mind:

Lack of oral English. This inevitably limits Naseem's ability to express her needs and understand explanations in English. Tasks will have to be simple and where possible self correcting. The content of literacy work must be based on her oral vocabulary, so that it is always meaningful.

Lack of literacy skills in her mother tongue. This means that Naseem will need to learn the basic skills of letter and word recognition and the mechanics of writing. It also means however, that she hasn't *failed* to learn in the past, and may make rapid progress.

No previous formal education. Naseem will need to learn how to learn. She may be anxious and fear failure, and may find concentration difficult.

A literate, supportive husband. She has relied on him entirely and will need to be encouraged gradually towards helping herself. His support *should* be a help, but suggestions may be useful in order to make his support as constructive as possible.

Because of her particular needs and motivations, Naseem may be likely to be given a Home Tutor or be placed in a women's community class, possible at the Nursery School.

In the former, her individual needs can easily be catered for. In a mixed ability class, this is more difficult, especially as she may have arrived without being interviewed. The tutor then has the job of identifying her needs once she is in the class, if possible using mother tongue support.

Catering for Naseem's special needs within a mixed ability class is no easy task. Beginners need consistency and repetition if they are to make good progress. To provide these the tutor needs to keep good records, including *student profiles, individual work records* and *skills checklists.* These are especially important when teaching women whose family commitments may make their attendance erratic.

Programme of work

In a class situation, unless the class is well-endowed with volunteers, much of the oral work may be geared to the general interest and level of ability. Literacy work can, however, be tailored more closely to the individual through separate worksheets, booklets and exercises to be done by one or more students. Naseem needs a basic literacy survival kit to help her cope in situations where she is not able to lean on her husband. The elements in this will arise naturally from the oral work based around those situations. For example:

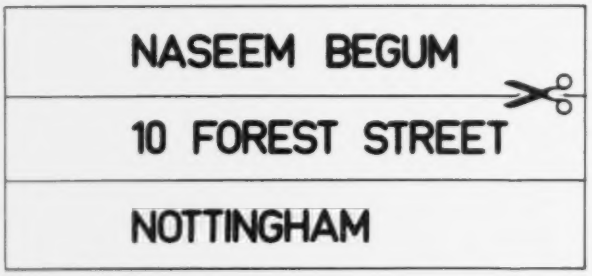
Situation	*Literacy task*
1. Giving personal details: □ spelling-out and writing own name and address	□ Reading forms
□ family's names and other personal information	□ Using capitals and lower case
2. Getting to hospital:	□ Reading appointment cards — days, times, dates □ Bus numbers and destinations
3. Finding her way around hospital:	□ Signs and notices (inside and out)
4. Collecting prescriptions:	□ Reading and completing the back of the form.
and at a later stage	
5. Giving medication:	□ Understanding instructions and dosages
6. Hospital correspondence:	□ Letters, re appointments

These functional tasks contain a wide range of material which would need to be introduced gradually, with much repetition and frequent revision.

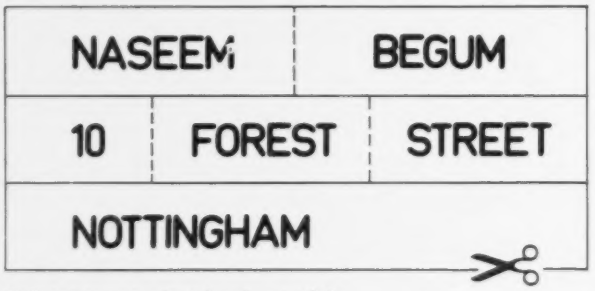
Such work will have an immediate relevance for Naseem and should serve to boost her confidence. It is also the medium through which she can begin to acquire basic literacy skills:

- a sight vocabulary
- letter recognition and production
- simple phonics from sight words
- context cueing from format and layout.

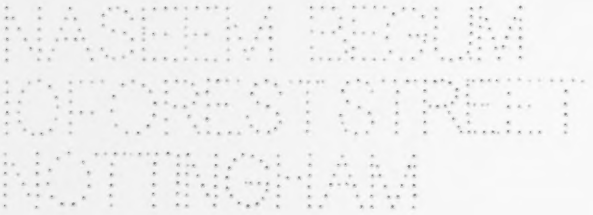
The main approach will be the whole-word method (see page 13) involving reading, matching, copying and writing. Here are some possible approaches and suggestions.



(2 copies. 1 cut into strips for matching on card).



(Matching individual words)



(Tracing over — several copies may be necessary —then copying)

N_S__M B__U_

1_ F__E__ S_R__T

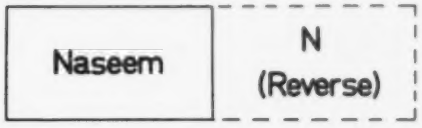
N_T__N_H_M

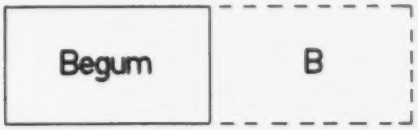
(Gap filling — referring to master copy if necessary. Writing from memory)

This may seem long-winded, but reproducing an address accurately and neatly, on demand, is difficult for many students. During the writing stages, particular problems (e.g. mis-formed letters) can be picked out and worked on.

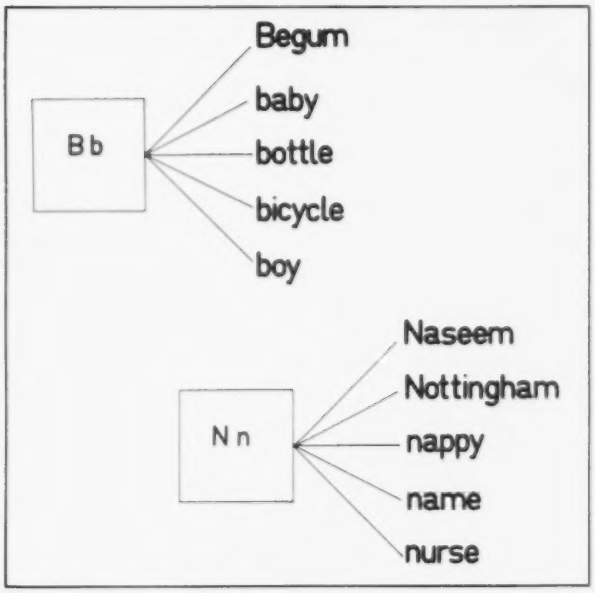
Capitals have been used here because Naseem knows them already and they will be required on forms. The next stage would be to teach the lower case letters for her name and address; the remaining letters can be introduced gradually.

Phonics can be started from the initial letters of her name — N & B.





linked to other words known orally (see Phonics page 18).



Build these up as a collection of sight words. As cards are built up these can be sorted into initial and final sound groups.

Moving On

Most of the functional literacy Naseem needs involves isolated words and phrases. This should be supplemented very early on by simple sentences based on her sight vocabulary and the oral structures she is learning — in order to bring in key words in context.

My name is Naseem Begum.

My son's name is Ahmed.

My husband's name is Latif Khan.

A Personal Reading Book

Sentences like those above can be built into a personal reading book, possibly using family photos. *A photo album* with plastic overlap gives an ideal format — allowing sentence strips to be changed and added. Alternatively, a scrapbook or a ring binder can be used. At a later stage Language Experience sentences and passages can be added (see page 16), plus worksheets, for example with gap filling and handwriting exercises.

Structured Readers

Naseem may enjoy using one of the sets of readers for ESL Beginners, some of which are written for Asian women. The tutor would need to make sure she understands the language used before starting a book so that the reading is meaningful and successful. Worksheets are often provided with the books and if not the tutor can produce her own for reinforcement before moving on.

Oral Reinforcement

Naseem doesn't need to read most of the language she is learning to understand and say, but if she can cope with the written forms it will aid her memory.

Transcripts of short dialogues and worksheets practising new structures can be useful for revision in class and at home. These can be accompanied by a tape.

a)

What's your name?

My name is Mrs Naseem Begum.

Can you spell that please:

N.A.S.E.E.M. B.E.G.U.M.

What's your address?

10 Forest Street.

What street?

Forest Street. F.O.R.E.S.T.

Thank you Mrs Begum. Wait here please.

b)

Can I have an appointment on	Monday	please ?

Tuesday	Wednesday	etc.

c)

What's the matter ?

I've	got a sore	hand
He's		eye
She's		foot

All these strands of work can be carried on in parallel. The amount of time spent altogether on literacy will vary from lesson to lesson.

Care must be taken that Naseem doesn't take refuge in it from oral work. Her literacy should support her oral fluency, and mustn't become a substitute for it.

If, on the other hand, she enjoys speaking, but finds reading and writing a chore, there will be no need to push her. She can get by with very little, until she feels the need for it.

Surinder Singh

Surinder has lived in Britain for some time, working in the press-shop of a car manufacturer, and has two children, in the third and fourth years of a local comprehensive. His wife does not work.

He would like to become more involved with the Union at his workplace and is aware that his children are getting to the stage where they will need some assistance from him in making choices about their schooling. He is concerned that his own ability to deal with reading and writing in English is not good enough for him to feel completely confident that he knows enough about what is going on.

He is very confident with his spoken English at work — he has been there long enough to know what is going on and what demands will be made of him and he occasionally acts as an interpreter for workmates and can deal with the little routine paper work that comes along. He keeps his own work records and can check his payslip very accurately. He tries to keep an eye on the works noticeboards, but often has difficulty with anything unusual and especially with the information about pay and conditions bargaining that the union officials circulate from time to time.

He makes a point of checking his understanding with his shop steward, but wants to be able to rely on himself more, especially since he feels that he (along with other Asian workers) is not often able to make his own point of view understood.

He becomes much more hesitant in his spoken English outside work although he usually understands very well; even though he is not accustomed to formal models of speech himself, he watches enough television — especially current affairs programmes — to be familiar with different usages.

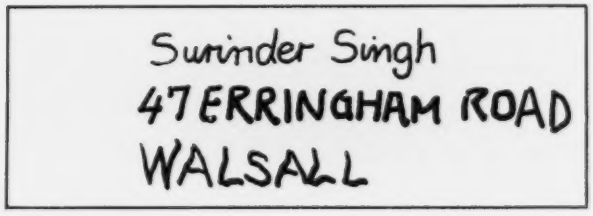
He writes very little, using upper case letters most of the time. A local health worker helps with the infrequent writing tasks that come along. He dictates, but is prepared to accept her formulations.

He discovered that the local library has a reading and writing class and turned up one evening just before it began. He told the tutor that for the time being he was not bothered about spoken English, but he did feel the need to be able to deal more confidently with information — from school and at work. His eccentric use of tenses made it difficult at times for the tutor to follow the line of conversation.

Initial Assessment

In order to find out a little more about what he knew, the tutor started by asking him to read out any words around him that he could see. Looking at a notice board, he pointed out the name of the library and the name and address of his children's school. He was able to read, quickly and fluently, the instructions on a canister containing a fire blanket — it was exactly the same as the one at work. He was also able to read a number of social sight words, though with some pronunciation difficulties. He was then asked to choose a short text to read from a range of materials and although he could manage most words, it was difficult to maintain fluency.

Finally, he was asked if he could write out his name and address, which he did with little difficulty, although he signed his name, and printed his address.



From this initial interview, it was clear that Surinder has quite a broad reading vocabulary, although it is largely limited to a work context. His reading strategy is made up of whole word recognition with a limited ability to sound out words. He wants to be able to maintain better contact with school about his children's education, and also to be able to cope more readily with union correspondence. He and his tutor will need to develop reading strategies since Surinder is going to need to use his reading skills in circumstances where he won't get a lot of other help. Some phonic work will help him to be better able to sound out words, but he will find it useful to be able to use a dictionary, to work on using context for meaning as well as learning the kind of vocabulary which he is going to come across regularly.

Some phonic and vocabulary work will be useful for his writing — he may need to respond to school letters and he will find note-taking useful in his union work. He needs to develop spelling strategies — dictionary, phonics and learning whole words — but he knows the letter shapes and left-to-right sequence. He will need to practise upper and lower case letter formation however, as well as letter/word spacing and some aspects of paragraphing and punctuation.

Surinder has no problems saying what he wants to say, but his pronunciation, and the structure of what he says, make it occasionally difficult to follow the sequence of his conversation. Some discussion of the relationship between speaking and writing, particularly around pronunciation and spelling will be helpful, while encouraging him to write more, using language experience, will help him see how to formulate the structures he wants.

Programme of Work

Given Surinder's immediate concerns, he and his tutor decided to concentrate for a period of time on two main areas of work — *phonic work* (for pronunciation and spelling) and *using authentic material* around school and work for comprehension work and to develop the skill of using context in reading. The language experience approach can be a useful way to provide material for phonic work, as well as enabling Surinder to develop an understanding of structuring writing. Here is how a basis for work could be developed.

Language experience for phonic work

Through talking about Surinder's job, the following passage, which had come out of Surinder's description of what his work was like, was written down by the tutor:

> "Everyday I make many things. Always I make car wings — not like birds, sides of cars — but I make doors and sills and floor pans and sometimes bonnets and boots. I sweat very much. It is always work, work."

As part of their work the tutor noted down the phonic patterns in the passage.

There was

> '. . . ing'
> '. . . oo . . . '

and the silent 'e' represented by 'ake', as possibilities. The 'oo' was unhelpful in this passage since it was represented by both 'floor' and 'boot' and although she had already explained the unreliability of phonic approaches to Surinder, she didn't want to complicate matters at this point. So she chose the 'ing' to start with.

(1) She asked Surinder to find the words 'things' and 'wings' in the passage.

(2) She asked him in what way they looked alike.

(3) Writing the two words down on a separate sheet of paper, she asked him to say the words and underlined the 'ing'. As he said them, she pointed out that she was leaving off the 's'.

thing
wing

(4) She asked him if he could spell the underlined part, which he could, saying 'ing' and he also repeated 'ing' a couple of times.

(5) She asked him if he could think of any more words with that sound in, and he thought of 'sing' and then remembered 'parking', eventually adding quite a number of similar words — 'running', 'walking', etc.

(6) They discussed how common 'ing' was and the tutor explained that it was always pronounced the same way and so it could be relied on.

(7) The tutor went back to the passage they had started with and wrote out.

Every day I make many _____

Always I make car _____

asking him to put in the missing word, and remembering to add the 's' this time.

(8) She also wrote out

spell _____
park _____
walk _____
fall _____

asking him to add the 'ing' — spelling it as he wrote it, and reading out the whole word each time.

(9) Surinder had already started to keep a small notebook in which he recorded spellings, and he put 'ing' at the top of a new page, and added the 'ing' words that he had worked on that he particularly wanted.

Using authentic material for context/comprehension work

Using authentic material for context/comprehension work has many advantages — and authentic means not only a 'real' example but one of direct interest to the student.

Surinder had received a letter from his son's school, and he brought it to his tutor for her help in checking what it said and making an appropriate response.

Bowker Fold School,
Bowker Fold Road,
Walsall

Office: 499 0001
Staff Room: 483 1212

Dear Mr. Singh,

Your son, Nirmal, will shortly be taking his 'O' level examinations. He will soon be interviewed by the Careers Officer about his future, and I would be grateful if you would be present. Would you please contact the school to arrange a convenient time for an interview?

Yours sincerely,

K. Graveney
(Head Teacher)

The tutor explained that the letter was asking Surinder if he would go to his son's school to talk about what his son would do after the 'O' levels. They decided to deal with the letter sentence by sentence, but she left him to look at it by himself for a few minutes asking him to underline the words he wasn't sure of.

Surinder had heard and talked about 'O' levels, but had never seen the phrase written down.

When he realised what it was, the tutor's prompts led him to guess at 'examinations'. He re-read the first sentence until he was happy with his grasp of it, although 'shortly' wasn't a word he was familiar with, and then they moved on to the second sentence.

Seeing that this was a difficult sentence, his tutor wrote it out again in larger print with more space and Surinder looked it over once more. He made a list of the words he didn't know.

interviewed

career

future

grateful

present

Surinder's tutor was encouraging him to use a dictionary as an aid to his reading and writing, and he looked up 'careers' which he soon found although his tutor had to explain what a Careers Officer actually was. The first half of the sentence then began to make some sense. She found 'interview' in the dictionary and Surinder recognised it from its relationship to job interviews, although his tutor pointed out that interviews with Careers Officers didn't necessarily lead to jobs! She also decided to leave the discussion of tense until another time. Surinder knew by now what the first part of the sentence was about, and his tutor explained the word 'future' to him. He made a point of recording 'interview' and 'career' in his personal dictionary.

Surinder looked up 'present' in the dictionary, and found three meanings (i) gift; (ii) now and (iii) here. His tutor explained that the phrase 'would be grateful' was a polite way of encouraging someone to do something.

This sentence contained a lot of new vocabulary, and Surinder's tutor encouraged him to go over it a couple of times until he'd really got the feel of it. They had really done enough for one session, but they quickly looked at the third sentence, especially the word 'convenient'. They looked it up in the dictionary, but the definition they found — 'suitable' — didn't really convey the meaning of the word contained in the letter, and they discussed the possibility that what was convenient for Surinder might not be convenient for the school.

Although there wasn't a lot of time left to arrange the interview, there was enough time for Surinder and his tutor to work on his reply the following week, and Surinder went away saying that he could have a talk with Nirmal about the interview with the Careers Officer. His tutor made a mental note to use the original letter as an example of letter layout, but they could also consider phoning the school, following up with a letter of confirmation.

Maria

Maria is an Italian woman in her mid-40's. She has lived here for 10 years with her three teenage children. She works as a Senior Clerical Assistant in an office and would like to get promotion but lacks confidence in her reading and writing abilities and continues to come to an ESL group where she feels secure.

Maria is literate in Italian, her mother tongue, and has good oral proficiency in English.

Initial Assessment

Maria needs to improve her reading and writing for work, which involves memos, messages, taking minutes, and reading reports. She is highly motivated and has a positive attitude to learning though she lacks confidence.

She doesn't specifically request help with reading as she is more concerned about her writing, but greater exposure to a range of written texts and practice in certain kinds of reading skill would lead to an all round development in her literacy.

Programme of Work

As Maria's motivation is very clearly related to her work, her tutor concentrates on the skills she needs to develop related to formal English.

Reading Skills

Maria needs practice with a range of more advanced reading skills.

For example:

- interpretative reading skills — fact versus opinion, inference, innuendo, etc.

This requires exposure to a range of reading materials — true/false statements, fact versus opinion, multiple choice, cloze exercises, discussion.

- skimming — this means glancing through a piece of reading to get a general idea of the text.
- scanning — this means reading quickly and picking out the important or specific details.

These reading skills need to be worked on with Maria in the context of the reading matter she has at work. Worksheets to practise these skills should relate, at least initially, to her work needs. The following examples could be used for practice:

1. *Make notes* about a particular text, bearing in mind these points:

- Why do you want to read this piece of writing?
- What do you want to get from it?
- Look at the title/heading — what information do you get about the text from this?
- Look at other headings, pictures, diagrams, first and last paragraphs.
- Read, thinking about what you know and what you want to know.

2. *Predicting* is used when scanning. It means guessing something from the information you have. It means you do not have to read every letter of a word — you can often guess by looking only at some of the letters.

For example:

Fill in the blanks with letters

i__m__gr__t__n	figu__es
t__l__ph_____	fi__nc__l
o__ice	em__oy__r
d__ct__n__y	com__a__y
__port	__oss
s__cr__t__y	ac__i__n
__nf__rm__t__n	__on__y
theref__r_____	f__th__ul__y
in__od__tion	c__ai__m__n
st__t__m__t	

Use your dictionary when you have finished to check if you have guessed the words correctly.

Writing Skills

Maria needs to write letters and memos at work. She should be encouraged to practise these in class and these should be used to devise systematic work on specific areas identified as problems e.g. work on particular phonic combinations which she has trouble with.

Spelling

The "Look, cover, write and check" method might be useful as a way of keeping a record of spellings she is learning.

Also dictionary work needs to be encouraged.

Format/layout, style/register

It might be useful to start with comparing English and styles, formats and register in the context of her work needs. This could be interspersed with 'creative/expressive' writing.

This means practice in writing different types of writing e.g. narrative, descriptive, formal, informal, etc., focusing on the purpose of each task.

Here are some examples:

1. Discuss different types of letter writing:

greetings
messages
sending for
thank you
sympathy
business
complaints

Compare layout, style register between English and Italian

↓

Some direct translation might be useful to focus on the differences and similarities.

2. Make a list of the words and phrases that mean the same in letters, but are said differently:

A In reply to .....
You are required to bring .....
I would like to apply for .....

B Please could you send .....
Please bring.....
I am interested in.....

Why do we express things differently?

3. Collect different examples of letters Maria deals with in her work.

Look at each letter in relation to:

- what it is about
- who it is from
- what kind of language it is written in
- words and phrases which are not familiar (underline, record and practise these).

4. Get Maria to write her own versions from a selection of the above letters.

Compare them, but bear in mind that

- there is no correrct answer
- each letter is different
- the exercise is useful for ideas.

As Maria's ability in English is quite good, and her motivation high, she may be keen to do a certain amount of independent work between classes. It may be that an important part of the tutor's role will be to guide her to other sources of practice and possibly to other English classes where with the help of the ESL/Literacy tutor as back-up, she may be able to cope and enjoy the challenge.

Manor Street School Group

This is an ESL class for Asian women which meets in an infant school on two afternoons a week. Most of the women have children in the school or live nearby. Several of the women bring young children to the class.

There are many differences between the women with regard to age, length of time in Britain and educational background. They range in age from 19-55 years, and include a newly arrived woman and a grandmother who has lived here for 15 years. Their educational experience varies from not being literate in their first language to a woman who learnt English in Pakistan for four years.

The women come to the class because they want to cope better in their daily contact with English people, mainly in the core areas of health, housing, shopping and childcare. Most of the women appear to need more practice in listening and speaking skills to survive on a daily basis. However, a great deal of functional literacy is needed for the above mentioned core areas. Very few have the ability to explore complicated personal literacy, but all the women recognise the importance of reading and writing and its importance for feeling confident and able to participate better in society.

Programme of Work

A mixed ability group may seem difficult to teach as it seems hard to satisfy every student's learning needs. The previous sections illustrate how to assess students' needs and skills and how to embark on a meaningful learning programme. This assessment is as important in a mixed ability group to ensure that both student and tutor work towards their targets. The tutor then finds ways to organise materials and the lesson to meet these needs.

It is important to remember that every student can contribute in some way for example through good writing skills, oral fluency, mother tongue, and it is important to build upon the students' existing strengths. Varying the activities, pace and grouping of students in a mixed level class is of paramount importance. Some activities may include the class as one whole group, for example role-play, joint letter writing. Other activities can be based on individual or small group work. When grouping students, the possibilities are numerous — it is essential not always to group the same level of student, or the same mother tongue. A small group which reflects the mixed ability nature of the class could do a joint form-filling exercise and students can decide which sections they want to do (e.g. calling out own name and its spelling, writing own doctor's address, writing out an account of the incident in question, etc.). A pair of students or a small group can also work on their own by using a tape recorder, worksheets with clues and self-correcting material. Activities which are within the students' grasp can be completed without the tutor's aid.

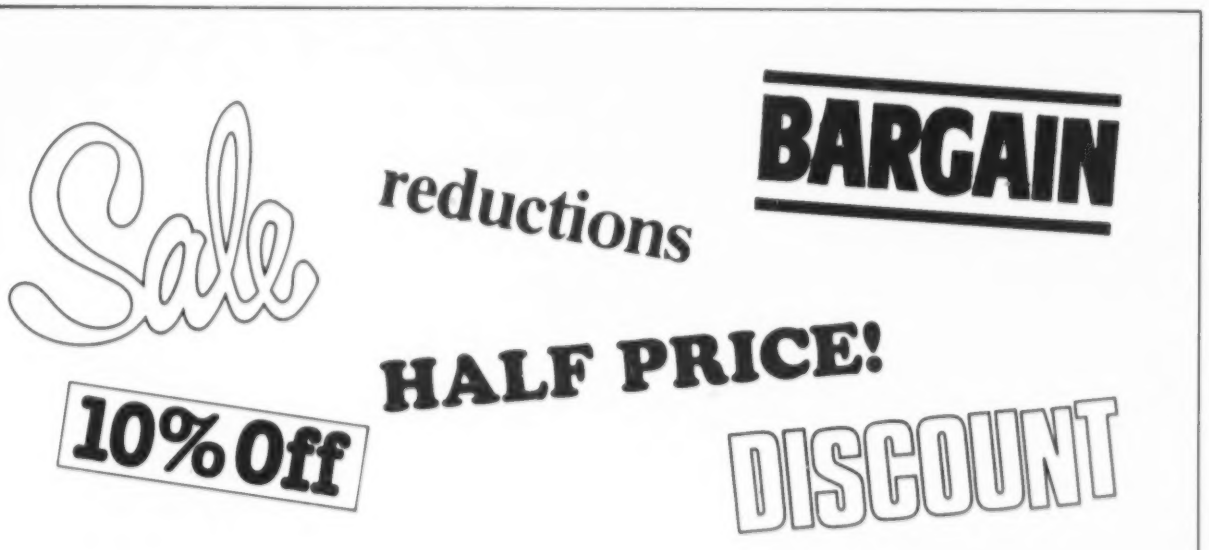
The work in this group revolves around common themes or specific skills that can be adapted to meet the students' individual needs. A part of each lesson involves the whole class working together as one group (for example looking at a piece of writing, form filling, or spelling patterns).

One of the themes used is to practise reading skills through 'sales' literature. With this mixed ability group the tutor often starts off with an activity for the whole group focusing on a piece of work, then the students work on individual worksheets suited to their level.

Example A

The whole group looks at a large advert for a sale, to introduce and learn some target words. Then each student is given a few cards with words which they have to read or match with the large advert. Each student then works on individual worksheets according to level of need:

Activity 1: word recognition and gap filling.



1. Find the words in the adverts

2. Write the words

SALE	_____	BARGAIN	_____
sale	_____	bargain	_____
REDUCTIONS	_____	HALF PRICE	_____
reductions	_____	half price	_____

3. Fill in the words

There is a _____ at the Co-op

There are big _____ on many things

This shirt is a _____

It is _____

This coat has _____

Join the same words

Find Ss and Bb

S b O K J R B F
O T b O M S s
T b s J R K J R
N m
R F s M B F
T O
s m K b s m N

Activity 3: cut out three advertisements for sales, and ask the student to read the advert and answer questions.

Look at 3 adverts and answer these questions for each.
Write in sentences.

1. Where is the Sale?
2. When is it on?
3. What are they selling?
4. Name one bargain you could buy

Advert 1

1.
2.
3.
4.

Advert 2

1.
2.
3.
4.

Advert 3

1.
2.
3.
4.

See which words are written biggest in the adverts
What do you notice first when you look at each one?

Activity 4: writing a short story about an experience at a sale.

'ISHRAT'S NEW SHIRT'

"You've grown, Ishrat," said his mother. "Look at the sleeves of your shirt. They are too short. We shall have to buy you a new one."

After school, Ishrat and his mother rushed into town before the shops shut. They got off the bus at the Broadmarsh Centre. They tried one shop but it was too expensive. Then Ishrat saw a shop with a sale. "Look, Mother," he said.

They went into the shop. "Can I help you?" said the shop assistant. "I want a shirt for my son, please. We saw some in the window. They were in the Sale," said Ishrat's mother.

"What size is he?" asked the shop assistant. "I'm sorry, I don't know. He's grown a lot," said Ishrat's mother.

The shop assistant measured Ishrat's neck. "He needs collar size 13," he said. He got some shirts from a shelf. "These are his size," he said. He showed Ishrat the shirts.

"Can I have this one, please?" said Ishrat. "I like the pattern."

"How much is it?" asked his mother. "It's £3.50. Reduced from £5," said the assistant. "Please pay the cashier. I'll put the shirt in a bag." "Thank you. Goodbye," said Ishrat and his mother.

Fill in the missing words

1. After school they..... into town.
2. They.....off at the Broadmarsh Centre.
3. They.....one shop but it was too expensive.
4. Ishrat.....a shop with a sale.
5. They.....into the shop.
6. "What size is he?"..... the shop assistant.
7. "I'm sorry, I don't know"..... Ishrat's mother.
8. The shop assistant..... Ishrat's neck.
9. The assistant.....some shirts from a shelf.
10. He.....Ishrat the shirts

Activity 5: reading the story and answering questions. Alternatively, you could adapt the story to form a cloze passage.

'Ishrat's New Shirt'

1. Why did Ishrat need a new shirt?
2. Why did Ishrat and his mother rush into town?
3. Where did they get off the bus?
4. Why didn't they buy a shirt at the first shop?
5. Why did they go into the second shop?
6. What size shirt did Ishrat need?
7. Why did Ishrat like his new shirt?
8. How much did it cost?
9. How much did it cost before the sale?

Example B

Another way to practise reading and writing skills is to use a listening comprehension exercise as a focus of motivation. The whole group listens to a story about an accident. The students then divide into three small groups with students at similar stages in their abilities, to do the following activities:

- after listening to the story, ordering pictures of the story then ordering sentences
- reading the story and answering questions together
- doing a cloze passage on the story.

The students then split into two groups reflecting mixed ability levels and do a form filling exercise for admission to casualty. The form is looked at by the students who then decide who will fill in what sections, e.g. names, account of incident, etc. In this way the students work together irrespective of their levels and contribute what they are able to do.

The whole class then goes on to a role-play describing the accident to a doctor in the casualty department.

Here are some worksheets that could be used:

Flats boy hit by concrete

A BOY of four is in hospital today after being hit on the head by a paving slab hurled from a 30ft high balcony at the Hyson Green flats.

Audi Miller of Windsor Walk, Hyson Green, was said to be fair in Derbyshire Royal Infirmary.

He was playing with a group of friends on the main concourse and stairway in Archer Street when the accident happened.

He and his friends were throwing concrete slabs and planks of wood, left by council workmen, from a first floor balcony 30ft down to the pavement below.

SIX OTHERS

Jason Rowley, Audi's friend, said that they were playing with six other boys who were taking it in turns to hurl the objects over.

"Audi and I were going down to collect the stones and wood from the bottom so that we could throw them over again. We were picking them up when there was a crash," he said.

"I was only inches from the slab hitting me and Audi was left lying on the ground. It was very frightening."

Council workmen were today clearing up the debris left by the children. Insp. John Neaverson said the incident was not being treated as crime — simply a playtime mishap.

AN ACCIDENT

Read this twice then answer the questions.

Write your answers in sentences.

Put a line under any words you don't know and can't guess. Look them up in a dictionary.

1. Who was hurt?
2. What hit him?
3. Where did it happen?
4. What was his friend's name?
5. Who is clearing up the mess?

Now write a few lines in your own words, saying what happened. Pretend you were there.

UNIVERSITY HOSPITAL QUEEN'S MEDICAL CENTRE, NOTTINGHAM

Telephone: Nottingham (0602) 700111

VISITING OF PATIENTS

Visitors to the patients on the wards at the University Hospital are welcome at the following times:

Monday to Friday	4.30 pm - 7.30 pm
Saturday and Sunday	2.00 pm - 4.00 pm
	7.00 pm - 8.00 pm

Other times can be made available by making prior arrangements with the Ward Sister.

VISITORS are asked to note:

1. Visiting is allowed at the discretion of the Ward Sister according to the immediate clinical arrangements on the Ward and the condition of a particular patient to receive visitors.
2. Only two visitors are allowed at any one time and all visitors are requested not to stay more than ½ hour.
3. Before going on to the Ward, please notify Sister or Charge Nurse that you have arrived.
4. On days when a patient is having an operation, please telephone the Ward and enquire if it is convenient to visit the patient.

When can I visit the ward?

1. Can I visit on Tuesday at 6 pm?	Yes	Write Yes or No
2. Can I visit on Saturday at 7.30 pm?		
3. Can I visit on Wednesday at 2.15 pm?	No	
4. Can I visit on Sunday at 4.45 pm?		
5. Can I visit on Monday at 3.30 pm?		
6. Can I visit on Friday at 6.30 pm?		
7. Can I visit on Monday at 4.00 pm?		
8. Can I visit on Thursday at 7.45 pm?		
9. Can I visit on Saturday at 5.15 pm?		
10. Can I visit on Tuesday at 6.00 pm?		

1. If you can't visit at these times what can you do?
2. How many visitors are allowed at one time?

   How long can they stay?
3. What should you do when you get to the ward?
4. Can you visit on the day of an operation?
5. What do these words mean?

   discretion prior notify enquire convenient

Priory Basic Education Group

A group of first and second language speakers may form in a number of situations, for example:

- where there is no separate ESL class
- where second language speakers have a good grasp of English, having lived in Britain for some time, and wish to improve their literacy skills
- where classes take place at the workplace and students who work together learn together.

The Priory Basic Education Group, which meets once a week, consists of seven or eight students who attend on a regular basis including students from Ghana, Vietnam, and Pakistan as well as students whose first language is English. The students are in various areas of employment and include for example a business man, a foundry worker, a factory labourer and some who are unwaged. The group has a range of needs deriving from day-to-day demands on literacy for either private or work life, or both, for example reading instructions, newspapers, local government material and letter writing or form filling.

The level of attainment of the members of the group also varies considerably, ranging from the ability to read a simple text or write simple letters to the ability to fill in a tax form or write a letter of complaint unaided.

Programme of Work

Once again the needs of each student should be individually assessed and a programme of work decided upon by each individual student and the tutor. The tutor is largely responsible initially for responding to the assessed needs by the kind of activities she initiates. However, as in other types of group, a mixed first and second language group offers many possibilities for learning and teaching. Class activities should vary to include students' contributions to the learning experience. Small group or pair work can include first and second language speakers, and learning from each other and helping each other should be actively encouraged from the outset. First language students should not necessarily be seen as the 'knowing' students compared with ESL speakers. In fact, where a first language speaker might contribute orally, an ESL student might have good writing skills. Strengths and weaknesses should be identified, positively directed and recognised by the students and tutor. The fact that ESL speakers might benefit from learning to work individually or with other students is important and the tutor does not always need to be the focus of attention. Using small group work, well designed worksheets which students can manage on their own (including clues, and self-checking solutions), and pair work (e.g. for pronunciation and phonic work with the first language student speaking and the ESL student listening) can help the learning situation.

Example A

A very positive aspect of mixing first and second language students is the potential for a lot of talk and discussion. The tutor at the Priory Centre has found that having *visiting speakers* or students' contributions as the stimulus for class work can be a useful device. Any subject of interest to the group can be used as long as it can be embedded in the kind of discussion and writing work which provides the context for developing both language and literacy skills. Possible speakers might include health workers, a local councillor, or a community policeman; a student presentation can reflect a strong interest which they feel confident about for example Vietnamese cooking, Pakistan's social system, horse racing, or DIY woodwork.

Preparation for a speaker's talk includes reading written material on the chosen topic, discussion of the topic for vocabulary preparation and listening skills (to help anticipate the content and order). Time for questions to the speaker put by the students is essential, and these can also be prepared in advance. The presentation may be taped for further use. New vocabulary can be introduced before the actual talk. Through discussion, students can share common experiences and gain greater understanding of each others' background.

The follow up session can include some formal evaluation of the talk, further discussion, reading, worksheets and listening to the tape. Discussions about the language used, and the ordering of information could also take place.

Example B

Another useful approach to a group of first and second language students is to use a theme to develop literacy.

The theme of *television* is an example which allows for students of different levels and with a variety of interests to take part. A number of areas can be pursued:

- reading and following a television guide
- reading reports about television programmes

- writing about a programme viewed
- discussing and writing about influences of TV on children, about politics, consumerism, etc.

The students can decide individually or in pairs or small groups which aspect they are interested in and which direction they want to follow. The tutor then adapts materials, games and group activities to link up with the students' individual needs — e.g. spelling patterns, reading for meaning, creative writing, functional literacy (days of the week), recognising titles and names, etc.

The second language learners' needs tend to differ from the first language learners in the areas of spelling patterns and associated phonic work (bearing in mind the differences between the first language and English, in sound patterns and syntax). Specific needs are accommodated by individual work or by working with a first language speaker of English.

Some examples of ways in which the theme of television can be developed are shown below.

Activity 1: Reading a TV Guide: use photocopies of a newspaper's TV guide — copies can be shared or each student can have a copy. Each student has an exercise to complete in reading and writing geared to his or her own needs, but beforehand there might be some general discussion about "Who watches TV?" or "What programmes do you like or dislike?" etc.

Worksheets can then be provided to meet different learning needs:

Worksheets for relative beginner students

Worksheet 1: T.V. programmes Date

1. Look at newspaper 1
   Fill in the times of the programmes

Coronation Street	7.30
World in Action	
Crossroads	
Top of the World	
News at Ten	

Worksheet 2: T.V. programmes Date

1. Look at newspaper 2
   Fill in the times of the programmes

Panorama	8.10
Film 82	
Omnibus	
Police	
News	
The Computer Programme	
Never Too Late	

The following week, the same students might carry on to Worksheets 3 and 4.

Worksheet 3: T.V. programmes Date

1. Look at newspaper 1
   Fill in the programmes for the following times

6.00	Thames News
8.30	
8.30	
10.35	
7.45	
5.15	

Worksheet 4: T.V. programme Date

1. Look at newspaper 2
   Fill in the programmes for the following times

9.00	
8.10	
7.45	
9.30	
9.55	
10.00	

Worksheet 5 offers more difficult work, which could be followed by getting the student to match the title of each programme with its description. Alternatively, ask the student to look at the TV guide and find the following words: producer, director, platonic, topical, vintage, final, gastronomic, proposition, conscience, vacationing. These could be underlined, and meanings looked up in a dictionary if necessary. This can be done individually or as a small group, where meanings may be provided by other members of the group. Students can then make a matching game by writing the word and its meaning on a separate piece of card and then play a matching/memory game. Unknown words can be written in their personal dictionaries.

Worksheet 5: T.V. programmes Date

1. Look at newspaper 1 and 2
2. Choose the correct channel for each programme
   Choose BBC1 or BBC2 or ITV or C4

Thames News	ITV
Panorama	BBC1
World in Action	
Choices	
News at Ten	
Film 82	
Police	
Coronation Street	

Activity 2: Listening to the News: pre-listening activities on the vocabulary in the news is often necessary. A tape recording of the previous day's news is brought into class, and the students listen to it and start on worksheets 6 and 7. They then complete the worksheets at home whilst listening to the news broadcast for that evening.

Worksheet 6: Listening to news

Listen to the news
Tick (✓) what you hear

News	Date	Date	Date
Strike			
Unemployment			
Accident			
Policy			
Conservatives			
S.D.P.			
Liberals			
Labour			
Cricket			
Football			
Rugby			
Snow			
Rain			
Fog			
Cloudy			
Sun			

An additional worksheet can be made for the first language students using more advanced vocabulary.

It is important to go through the worksheet before listening to the first news broadcast to make sure all the words are known.

Worksheet 7 : Listening to news

Listen to the news
Tick (✓) what you hear

News	Date	Date	Date
South Africa			
India			
Australia			
Boycott			
Team			
Strike			
London Transport			
Lords			
Ken Livingstone			
G.L.C.			
Result			
Cricket			
Snooker			
Rugby			
Boxing			
Football			
Rain			
Wind			
Showers			

Activity 3: Discussion on TV programmes: cue cards can be made to help the students to question or answer. Students can discuss together in small groups using the cue cards as props (they should be mixed first and second language sub-groups) and should take it in turns to ask questions.

Worksheet 8 and Worksheet 9 are easier Beginner ESL students should be asked the easier questions. The students can then rotate or form different groups.

Follow up work can be done using Worksheets 8-12.

Did you enjoy it?

It wasn't interesting

What did you watch last night?

I enjoyed it

Was it interesting?

It was on BBC 1/ITV

What channel was it?

It was about a....

What was it about?

I watched....

Worksheet 8: T.V. programmes Date

Did you watch the news on	BBC 1	BBC 2	ITV	C4
on Monday				
on Tuesday				
on Wednesday				
on Thursday				
on Friday				
on Saturday				
on Sunday				

Worksheet 9: T.V. programmes

Date

Did you watch	Dallas	Crossroads	Panorama	
on Monday				
on Tuesday				
on Wednesday				
on Thursday				
on Friday				
on Saturday				
on Sunday				

Worksheet 10 is more advanced

Fill in information

Worksheet 10

Tick (✓) the columns 'Watched' and 'Liked'

Date	Day	Time	Channel	Programme	Watched	Liked
					✓	✓

Worksheet 11 and Worksheet 12 can be done at home on the basis of TV viewing at home.

Fill in information for programmes you watch Worksheet 11

Tick (✓) the programmes you watched in column 'Watched'

Date	Day	Time	Channel	Programme	Watched
6-2-82	Saturday	8.35	BBC1	Dallas	✓
				Hart to Hart	
7-2-82	Sunday	3.25	BBC1	Bonanza	
		4.20	BBC2	Ski Sunday	
8-2-82	Monday	9.00	BBC1	News	
		8.10	BBC1	Panorama	
9-2-82	Tuesday	6.30	ITV	Crossroads	
		10.00	ITV	News	
10-2-82	Wednesday	1.00	ITV	News	
		7.00	ITV	This is Your Life	
11-2-82	Thursday				
12-2-82	Friday				

Fill in information Worksheet 12

Tick (✓) the columns 'Watched' and 'Liked'

Date	Day	Time	Channel	Programme	Watched	Liked
	Saturday	8.35 -	BBC1	Dallas	✓	✓
	Sunday					
	Monday	8.10 - 9.00	BBC1	Panorama		
	Tuesday					
	Wednesday					
	Thursday					
	Friday					

Discussion can be at the level and interest the students want. By using good open-ended questions, the students can be stimulated to talk for a long time. Here are some examples:

General questions about television:
Is it fair to all people?
Is there too much news?
Is there too much advertising?
Is the media biased?
Is it a bad influence on children?
Does TV make people passive?

For specific programmes:
Was it interesting?
Were the aims of the programme good?
What was the purpose?
Did you enjoy it?
What did you learn from it?

Activity 4: Writing: Each student should start off doing their own piece of work, following on from the stimulus of previous discussions.

Relative beginner students can do a simple piece using the language experience technique, using one or two sentences such as

- I watched the news at 9 pm.
- I like Dallas

Whilst these students do matching exercises using their sentences, the tutor may help another student on a more complex language experience form of writing, possibly using the tape recorder so that the student can listen back and read alone.

Students who are more able readers and writers can do some written work initially on answers to questions, possibly using the cue cards as the questions.

More advanced students can attempt free writing on a programme or issue relating to TV.

If the group has done some writing on the topic of television, individual pieces of writing could be collected together, typed up and produced in the form of a booklet, thus providing a source of reading material that can be shared.

Further Reading

Some useful books and materials for further ideas:

How's It Going? — An alternative to testing students in adult literacy, Martin Good and John Holmes, ALBSU, 1977, reprinted 1982.

Alpha to Omega, B. Hornsby and F. Shear, Heinemann Educational, 2nd edition, 1976.

Understanding Reading, Frank Smith, Holt, Rinehart and Winston Inc., 1971.

An Introduction to Literacy Teaching, ALBSU, 1980, reprinted 1982.

Helping Adults to Spell, Catherine Moorhouse, ALBSU, 1977, reprinted 1982.

Chalo Kaam Kare, ALBSU, 1983.

Teaching English as a Second Language, S. Nicholls and J. Naish, BBC Publications, 1981.

Aids to Reading, J.M. Hughes, Evans.

Writing Formal Letters, Lee Centre, London.

Basic Handwriting in English, Bernard Hartley and Peter Viney, Nelson.

Lessons from the Vietnamese, National Extension College Publications.

Literacy Work with Bilingual Students — a resource for tutors, Monica Turner, ALBSU/ILEA, 1985.

Catalogues of materials are available from:

ALBSU,
Kingsbourne House,
229/231 High Holborn,
London WC1V 7DA.

National Extension College,
18 Brooklands Avenue,
Cambridge CB2 2HN.

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